



COVID-19 Operations Written Report for Camarillo Academy of Progressive Education (CAPE Charter School)

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Camarillo Academy of Progressive Education (CAPE Charter School)	Maryellen Lang and Doreen Learned Co-Directors	maryellen.lang@capecharter.org or doreen.learned@capecharter.org 805--384--1415	June 08, 2020

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

Camarillo Academy of Progressive Education (CAPE) is an independent charter school located in the city of Camarillo in Ventura County, California. CAPE is a brick and mortar charter school for grades K-8 and an online only school for grades 9-12. The school has an enrollment of 576 in grades K-8 and 2 students in grades 9-12. CAPE was closed beginning March 16th as a result of the COVID-19

pandemic. The high school program that is run by CAPE continued without disruption or change to any program offerings. The K-8 program and curriculum went into a remote learning model. Special Education teachers, counselors and related service providers transitioned to a virtual service delivery model immediately. CAPE deployed a three phase curricular roll out and made adaptations and adjustments as needed to meet our unique community. We had many families who were essential workers and needed to be able to help their children with remote learning at different times and not be set to a strict log-in style of instruction. In phase one (which lasted two weeks), CAPE provided enrichment opportunities that aligned with the content and standards being taught in the regular classroom. In phase two, assignments became more structured and CAPE utilized programs that students were familiar with in their regular classrooms. Many of the CAPE online programs offered instant feedback to students to let them know if the content was being mastered correctly. During phase 2, CAPE also added "flipgrid" which allowed for video interaction between the teachers and students. Students needed a code and password to view the videos and all posts needed to be approved before being added to the grid. We felt this was a safer option of online communication than other platforms. When CAPE was given notice that the temporary school closures would be extended to the end of the school year, administration and teachers. (this phase was 2 weeks). In phase 3, CAPE added the program Classkick and increased the use of Google Classroom to allow students to turn in assignments and get teacher feedback. Phase 3 lasted the remainder of the school year. CAPE teachers and administration developed resources to support families in the different remote learning platforms. Teachers helped to create "How To" and "Troubleshooting" videos to help our community with the new platforms. CAPE's IT manager was available every day to help with troubleshooting issues related to the over 400 CAPE Ipads that were loaned out during remote learning or any issues with specific apps. CAPE purchased Summer Bridge Curriculum books for all students as an enrichment activity to be completed over the summer.

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

CAPE's enrollment currently stands at 578 students. Within that population, CAPE has 02% identified as English Learners, less than 01% identified as Foster Youth and 06% identified as Low-Income families. CAPE administration and teachers were able to touch base with these subgroups on a regular basis throughout remote learning. One of the benefits of being such a small district, is that we are able to tailor our resources to individual students. CAPE continued to provide all core instruction with scaffolds for students at different stages of English proficiency (many of these practices are beneficial to all students) and followed the ELA and MATH essential standards coupled with the corresponding ELD standards. CAPE distributed over 400 ipads to help families with technology needs during remote learning. After consulting with other school districts on the effectiveness of the hotspots being used in the area, CAPE choose to not offer hotspots. Instead, CAPE teachers and administration worked with families who were having WIFI issues and provided additional resources and options. CAPE's IT manager was available to assist any students who was having technology issues and he was also available to train and support CAPE's teaching staff. Families were provided with county resource links on weekly updates from administration which included access to food, internet services, and other personal items available from different local organizations (clothing, school supplies, toiletries). Teachers reached out to students and families on a regular basis to offer support and help with any barriers or obstacles that were making remote learning difficult. Teachers also reached out to help motivate students who needed help remaining on their academic track.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

All CAPE students had access to remote learning materials on March 16th, the first day of remote learning. At first, content was presented as enrichment activities as our teaching staff prepared to implement remote learning. Teachers posted new assignments and expectations

for student learning weekly, checking in with students who were not staying on track. Teachers offered support and motivation to those students who had obstacles with remote learning. CAPE's phase 2 provided more structure to the remote learning plan and incorporated online platforms that were familiar to the students. CAPE did not want to add additional stress to our CAPE families during an already stressful situation and scaffolding the remote learning to help ease the transition. Each day had a set amount of work that students were responsible for completing. Phase 3 added more opportunities for teacher feedback and for students to turn in their remote learning assignments for credit. CAPE utilized the online platforms: Big Idea Math, Classkick, Active Classroom and Google classes. CAPE had weekly staff meetings to support the staff with training, and allow collaboration and sharing of ideas. Teachers also had weekly grade level meetings to share data and help troubleshoot any potential issues. CAPE articulated to families on the weekly basis through Parent Square and/or Jupiter with any changes or additions to remote learning. Teachers made "how to videos" to help parents and students utilize the platforms that were being used during remote learning. Teachers had office hours during the day to be able to give meaningful feedback to students and help support any questions that came up through the week.

CAPE special services department provided all special education services through a zoom platform. The outside counselor, that CAPE contracts, provided one to one counseling services through the Tela-Health. Teachers and administration called students and parents periodically to check in on their social and emotional well-being. Teachers, administration, and feedback from parents and students drove the CAPE remote learning plan and things were altered to meet the need of our specific population.

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

CAPE contracts with OUHSD (Oxnard Union High School District) to provide our lunch program. Throughout the COVID-19 school closures, CAPE worked with both OUHSD and PVSD (Pleasant Valley School District - our neighborhood K-8 district) to continue to offer school meals to the students of CAPE Charter School. Both OUHSD and PVSD organized a "grab and go" meal service for students at multiple locations (PVSD offering 3 sites in Camarillo and OUHSD offering 1 site in Camarillo and other sites in Oxnard and Port Hueneme). Food service staff from both districts worked early on to develop processes to provide meals using recommended social distance protocols. Food Service staff wear masks and gloves during meal service at all locations. Both districts moved to a twice a week multi-meal pick up service in order to reduce the number of personal interactions. Information regarding food distribution has been provided to families through various school communication channels including the CAPE website, CAPE social media posts, Parentsquare posts, and one-on-one phone calls as needed.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

Due to the public health orders and school closures, CAPE has not provided direct supervision of students since March 13, 2020. CAPE does not traditionally have on site child care during the school year. The CAPE website, Parentsquare posts, and CAPE social media posts included links to available child care options for essential workers in Ventura County as follows: <https://www.vcoe.org/childcare>. CAPE has been in communication with the different childcare facilities in the area that support our students. We look forward to receiving the guidelines

for 2020-2021 reopening and at that time will be working with the different facilities on the CAPE schedule for the 2020-2021 school year. We are hopeful that they will be able to offer support to the CAPE families if there is a remote learning component.